ROXETH PRIMARY SCHOOL

BEHAVIOUR POLICY

Approved by the Governing Body: September 2026

To be reviewed: September 2028

OUR MISSION STATEMENT

learning together, making progress, achieving goals

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Managing behaviour
6. Prevention strategies, interventions, and sanctions for unacceptable behaviour
7. Sexual abuse and discrimination
8. Smoking and controlled substances
9. Prohibited items, searching pupils and confiscation
10. Effective classroom management
11. Behaviour outside of school premises
12. Data collection and behaviour evaluation
13. Monitoring and review

Appendices:

A. Glossary terms and De-escalation script – see below

Linked documents:

- Roxeth Primary School Step System (staff)
- Incident report sheet (staff)
- Behaviour steps (child version)
- Behaviour think sheet (child)
- SEND and EYFS behaviour think sheet (child)
- Zones of Regulation overview

Aims:

The purpose of this policy is to create and maintain a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best.

We believe that high-quality teaching promotes effective learning and excellent behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. We adopt a zero-tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

At Roxeth we value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Roxeth Primary School has the Gold Award status on the UNICEF's Rights Respecting Schools Award (RRSA) which helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as the school's values framework. As a whole school community, we speak about our values, our rights and how we respect them. This approach enhances pupils' understanding of the consequences of individual and group actions on the rights of others locally and globally. It also serves as the basis for a shared vision, which runs like a thread through all aspects of school life, and which promotes positive environments, positive relationships and good learning. We follow the principles of the RRSA by adhering to the school' Golden Charter:

Our Rights Respecting Golden Charter

We have the right to an education.
We respect this right by working hard.
(Article 28)

We have the right to play.
We respect this right by being a kind friend.
(Article 31)

We have the right to a clean environment.
We respect this right by looking after our school.
(Article 24)

We have the right to be listened to.
We respect this right by telling an adult if a problem becomes big.
(Article 12)

We have the right to feel safe.
We respect this right by not fighting or arguing with others.
(Article 19)

Every pupil and member of staff uses the Golden Charter and Class Charter to further promote these values. The class charters are clearly displayed in each classroom as a reference to how we at Roxeth should behave.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Home school agreement
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school Rights Respecting charter and class charters and any disciplinary consequences for breaking the charter.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness.

The senior mental health lead (SENCO) will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH (Social Emotional Mental Health) - related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board and Headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- To liaise with external agencies when appropriate.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum in relation to the adaptive learning set.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - Key Stage leader.
  - SENCO.
  - SLT/Headteacher.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Adhering to the Home School Agreement.
- Adhering to the School and Class charters.
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Adhering to the Home School Agreement (signed when their child starts at Roxeth School).
Adhering the school behaviour policy and reinforce at home where appropriate, as well as engaging with and supporting school on any pastoral work that is given as support for your child.
Support your child to reach their full potential through support and understanding of school policies, particularly those with regard to learning and behaviour.
Ensuring your child/ children arrive(s) on time for school, calm and ready to learn with appropriate equipment and clothing - including PE kit.
Helping your child value the importance of education and to acknowledge their efforts and achievements.
Your child on the school playground at the start and end of the school day, as well as ensuring they always remain positive role models for Roxeth Primary School outside of school.
Encouraging your child to be an independent and responsible learner.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete class learning
- Rudeness
- Lack of correct equipment
- Refusing to complete home learning, incomplete home learning, or arriving at school without home learning
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. They will also receive a copy of our behaviour policy to read. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The class teacher, Key Stage leaders and SENCO and will keep a record of all reported incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health, safeguarding problems or patterns. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call/meeting with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

The headteacher will consider whether a suspension or permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and Key Stage leaders are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Short-term behaviour report
- Behaviour support plan (where there are serious concerns about behaviour)
- Alternative provision (if applicable)
- Engagement with local partners and agencies

Where the pupil has SEND, as initial assessment will be made of what appropriate provisions are in place for the student. If the pupil has an EHCP, contact may be made with SENARS to consider a review of the plan where appropriate. An emergency Annual Review meeting may also be called if deemed necessary.

A multi-agency assessment, such as Early Support, that goes beyond a pupil's education, will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Encouraging and promoting desirable behaviour:

As staff we will endeavour to:

- Act as positive role models;
- Never shout at children
- Offer guidance to children including praise and encouragement;

- Encourage and show appreciation of children who act as positive role models;
- Provide positive feedback with encouraging comments written on children's learning;
- Encourage children to discuss difficulties and help them to make the right choices;
- Use programme of studies from the PSHE Association which includes; Circle Time, Problem Box, Pupil Voice and RSHE lessons to promote mutual respect, self- discipline and social responsibility;
- Use achievement assemblies to promote excellent learning, attitude and behaviour;
- Set a 'Values' based education. The children will learn about a value every month e.g. resilience during assemblies and circle time. One child per month from each class will receive a certificate for demonstrating that value. These values are also linked to British Values E.g. Democracy
- Have a positive relationship with parents as partners.

Preventative measures for pupils with SEND

There may be a few children who, due to factors such as exceptional personal circumstances, special educational needs and perhaps low self-esteem, are locked into a self-defeating pattern of behaviour. Some of these children may be beyond the usual incentives and sanctions. These children may need an individual behaviour support plan. The class teacher will set the child's behavioural targets in conjunction with the special needs team or, where necessary, the Educational Psychologist/other external agencies. Parents are expected to work in partnership with the school to promote and reinforce strategies, and to maintain and encourage good behaviour. A reminder of our behaviour expectations is included in our home/school agreement and in our brochure for new parents.

Where a child has Special Educational Needs, an individual approach will be taken to consider the challenges they face – this will take the form of the graduated approach to 'assess, plan, deliver and review' the impact of the support being provided. In doing this, we aim to identify and anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances of any behavioural incident and the requirements of the pupil concerned. Staff will always try their best to support a pupil who has SEND with reasonable adjustments and relevant strategies to minimise risk of behavioural escalations. The school, in collaboration with parents and any other supporting agencies, will take actions to support the child in order to help them make positive behavioural progress. Certain behaviours, however, cannot be tolerated – particularly those that involve a child harming other children or adults. In these circumstances, the child's behaviour, behaviour plan and risk assessment will be discussed between the parents, headteacher, SENDCO and any other relevant adults. The outcomes of the meeting will define further support that the school can provide, as well as sanctions that may need to be implemented. Whilst we will endeavour to avoid suspensions and exclusions for all children, it is not always possible to do so where others have been hurt. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language to allow the pupil to process what is being said.
- Avoiding personal references and explaining acceptable/unacceptable behaviours or strategies
- Referring to The Zones of Regulation within class to redirect and refocus actions to self/co-regulating actions
- Showing empathy of a student's feelings in that moment and acknowledging this with the child.
- Providing personal space and ensuring the child has access to a calm area to regulate
- Showing open, accepting body language, e.g. not standing with arms crossed.
- Identifying any points of agreement to build a rapport.
- Providing a safe space for the child to access when needed
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened; or allowing them time to calm down and an opportunity to discuss later when the child is in the 'Green zone' (calm and ready to talk).
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "When you return to your seat, I can help you with your work".

Government Guidance states the following:

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- *To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder:*
  In a school, force is used for two main purposes – to control pupils or to restrain them.

- *The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*

- *The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used*

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so;
• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
• restrain a pupil at risk of harming themselves through physical outbursts.

At Roxeth, use of reasonable force will only be used within the remits of the above guidance. Wherever possible, a second member of staff should be present to witness the physical intervention used. We recognise that, in certain urgent circumstances (for example actions taken to ensure the safety of a child), this will not always be possible.

When using reasonable force in response to risks presented by incidents that involve pupils with SEND or medical conditions, staff will recognise and consider the vulnerability/needs of these groups within the situation at hand.

After an instance where reasonable force has been used, a judgement will be made as to the severity of the situation. Following this, the pupil may be immediately taken to the headteacher. Where deemed appropriate, and always in serious circumstances, the pupil's parent will be contacted to explain the situation. In deciding what is a serious incident, teachers will use their professional judgement and consider the:
• pupil's behaviour and level of risk presented at the time of the incident;
• degree of force used;
• effect on the pupil or member of staff; and
• the child's age

Where applicable and appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent/s will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance or a permanent exclusion for very serious cases. It is at the discretion of the headteacher as to what behaviour constitutes the sanction of an exclusion, in line with the Suspension and Exclusion Policy.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited items, searching pupils and confiscation

Department for Education Guidance: Searching, Screening and Confiscation

In line with statutory Department for Education (DfE) guidance on Searching, Screening and Confiscation, the Headteacher and staff authorised by them have a statutory power to search a pupil or their possessions without consent where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The statutory prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, and e-cigarettes/vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil themselves).

In exceptional circumstances where a pupil refuses to co-operate, authorised members of staff may use reasonable force to conduct a search of a pupil's possessions, in strict accordance with the DfE framework for restrictive interventions and reasonable force. Staff are strictly prohibited from using force to search a pupil for items that are only banned by internal school rules (such as mobile phones or toys).

Mobile Phone Provision (Years 5 and 6)

Mobile phones are strictly prohibited across the school, with a limited exception for pupils in Years 5 and 6 who walk to or from school independently. Pupils in Years 5 and 6 who bring a mobile phone to school must turn it off completely before entering the building and immediately hand it in to the office staff upon arrival. The phone will be stored safely during the day and must be collected by the pupil at home time. Please note that all mobile phones are brought onto school premises entirely at the owner's own risk, and the school accepts no liability for any loss or damage.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils, including the Rights Respecting Class Charter.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour (Roxeth's behaviour steps).
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school home school agreement.

Praise and rewards

Reward systems used at Roxeth School to promote positive learning and behaviours:

House points

- Whole school approach
- The house system will involve 5 houses with 2 house captains (from Year 6) for each house.
- The children will be put into houses at the beginning of their time at Roxeth and it will not be dependent on sibling's house.
- The winning house with the most points at the end of each term will receive the house a group reward for every member of that house e.g. trip to the park, film, sports coaching.
- The winning house at the end of each year receives the House Cup.

Record of Achievement

- Every child to have their own Record of Achievement booklet that will continue throughout their time at Roxeth through each year group
- Each positive behaviour or excellent progress or achievement will be recognised and a sticker will be added to their booklet by the class teacher
- After 30 stickers the Bronze Award is achieved = certificate during celebratory assembly
- After 60 stickers the Silver Award is achieved = certificate and silver star during celebratory assembly
- After 100 stickers the Gold Award is achieved = certificate and Gold star during celebratory assembly. A Golden trip will also be arranged at the end of the year to celebrate these achievements

- After 200 stickers the Platinum Award is achieved = Certificate and a place in the role of honour book.

Golden Stars (Reception to Year 2)

- For following the Golden Charter/Class Charter or excellent learning/progress
- Children from Reception to Year 2 will receive a prize once they have achieved 10 stars
- Children in Year 3 will receive a prize once they have achieved 20 stars

Raffle tickets and Dojo points (Years 3 -6)

- Will receive raffle tickets or Dojo points for following the Golden Charter or excellent learning
- A prize draw will be made weekly for raffle tickets and a weekly Dojo certificate during achievement assemblies every Friday

Postcard

- Every half term a postcard will be sent via post from the class teacher to celebrate a child's
- Progress or achievement in terms of behaviour and learning.

Responsibility incentives (Pupil Voice)

- Year 6 will have the opportunity to become house captains, sports captains, school librarians.
- All classes from Year 1 to Year 6 will have a Rights Rangers, Digital Leaders, Librarians and Eco warriors

Class rewards

- Each teacher may set other reward systems within their classroom to suit the requirements of the pupils in that class e.g. table points and dojo points.

Value certificates

Each month the school will focus on a certain value e.g. determination and tolerance. This is done on a 2-year cycle. Value of the month certificates are presented to one child per class, per month for displaying the qualities that make up the corresponding value.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, parent or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data from CPOMS, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Key Stage leader, SENCO and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the headteacher and SLT every 2 years; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available on the school website and for Ofsted inspections.

The next scheduled review date for this policy is September 2028.

Appendix A

Glossary of Terms (Steps Definitions):

Behaviour – everything a person says or does

Pro-social behaviour – behaviour which is positive, helpful and intended to promote social acceptance

Anti-social behaviour – behaviour that causes harm to an individual, the community or to the environment, likely to cause injury, harassment, alarm or distress and violates the rights of another person

Unsocial behaviour – behaviour that is not seeking or giving association with others. This is behaviour that is not doing as instructed but not to the detriment of self or others

Difficult behaviour – behaviour that is anti-social but not dangerous

Dangerous behaviour – behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse

Consequence – a logical, explainable response to a behaviour. Consequences are designed to develop pro-social behaviours that are transferable

Conscious behaviour – behaviours that are the result of thought and planning

Equality – treating everybody the same

Internal suspension - where a child is temporarily removed from their class but will still attend school

Fixed term suspension - where a child is temporarily removed from school

Permanent exclusion – where a child is permanently removed from the school

Reward – a desirable object or experience given to celebrate outcomes already achieved

De-escalation script

Learner's name

I can see something has happened

I am here to help

Talk and I will listen

Let's go to the library or a quiet room to calm down